

Easy Extensive Reading

Compass Day Speech

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Dr. Rob Waring

Healthy Self-Images Track 9

The way you think about your own body is called your body image. If you have a negative body image, it means you don't like your body. If you don't like your body, you probably don't like yourself. In this way, body image is connected to self-esteem. Self-esteem is how much you value yourself.

5 There are several ways to **improve** your body; however, they do not always result in higher self-esteem.

Plastic **surgery** is one way of changing your body. In the past, people thought only famous people had plastic surgery, but now, millions of people have plastic surgery each year. Some people with a negative body image think plastic surgery can **solve** their problems. In fact, people who have low self-esteem are often disappointed after plastic surgery. They expect the surgery to change their body image, but many patients are still not happy with their **appearance**.

Sometimes, the real reason for a negative body image is psychological, not **physical**. So plastic surgery alone cannot help them. They need to learn to appreciate everything about themselves, not just their appearance.

You can also try to improve your body through how and what you eat. A good diet consists of eating the proper amounts of good foods. If you follow a good diet for a long time, you can lose weight and feel better about yourself over time. Unfortunately, many people are impatient. They have a negative body image, and they want to change their body immediately. To lose weight, they

- 5 improve — to make better
7 surgery — an operation performed by a doctor
14 solve — to fix
18 appearance — the way someone or something looks
20 physical — related to the body

Short texts

Many difficult words

A Typical Reading Text

Many exercises

READING COMPREHENSION

A Mark each statement as either true (T) or false (F) according to the reading.

1. ___ Self-esteem is based on how we think about how we look.
2. ___ Regular exercise can improve your self-esteem, but not your body image.
3. ___ The effects of crash dieting last a long time.
4. ___ Unlike diets, exercise changes your body shape immediately.

VOCABULARY EXTENSION

Here are six words or phrases that are related to the topic but are not in the reading. Fill in each blank with the best one from the list. Use each word or phrase only once.

aerobic binge fast flex lift weights attitude

1. To increase strength and help your body lose weight, you should _____.
2. I take off my shirt and _____ my muscles in the mirror after exercising.
3. Each month, I _____ for three days. I only drink water during this time.
4. Running and cycling are examples of _____ exercise.
5. My brother has the right _____ about exercise. He does it for fun.
6. After I start a diet, I always fail. Then I eat a lot of food in a few days. This _____ eating just makes me gain more weight.

Definitions given

How are students typically taught to read?

From textbooks with short difficult texts

Doing lots of exercises to practice the grammar and vocab,
reading skills and strategies

Teacher leads the students

All students read the same teacher-selected material

All students read at the same pace

All students read at the same difficulty level

The text may or may not interest all learners

It's hard to develop fluent eye movements – fluency and reading
speed – too many 'reading speed bumps'

This is called **INTENSIVE READING**

Why can't Korean students read, listen, speak and write well?

Their language knowledge is often abstract, separated, discrete and very fragile to forgetting

There's too much work on "the pieces-of-language" and not enough comprehensible, meaningful discourse

They haven't met the words and grammar enough times to feel comfortable using it

They CANNOT speak until they feel comfortable using their knowledge

Not enough exposure. To acquire a 7000 word vocabulary requires them to meet about 10-15,000,000 words. A typical Junior high 3-year course book series has 250,000 words.

They haven't developed a 'sense' of language yet

How beginners read

The Inuit

The Inuit are the native inhabitants of the seacoasts of the Arctic and sub-Arctic regions of North America and the northeastern tip of Siberia. Their habitation area extends over four countries: the United States, Canada, the USSR, and Greenland. Of the more than 90,000 Eskimo in this region, the greater part live south of the Arctic Circle, with approximately 28,000 on the Aleutian Islands and in Alaska; 17,000 in Canada; 1,500 in Siberia; and 45,000 in Greenland.

The snolls

The grifty snolls cloppered raucingly along the unchoffed trake. They were klary, so they higgled on sperately. "Ah, chiwar kervay," they squopped rehopy. "Mi psar Quaj!". "Quaj!" snilled one, and flitted even jucklier.

Answer the questions below

Where did the snolls clopper?

What was the trake like?

Why did they higggle on?

Where were they going?

Language processing when reading

T h e o l d m a n t o o k h i s
d o g t o t h e p a r k .

The old man took his dog to the park

The old man took his dog to the park

Why build reading speed?

Natives read at 250-300 words per minute

Many non-natives read at less than 100 words per minute

If they can read faster, they will

- read more naturally
- process the language more effectively and efficiently
- understand more
- remember more
- read more text
- be able to finish tests faster

How well does that course present the language students need?

Research suggests an average language course:

- does not systematically recycle the grammatical forms outside the presentation unit / lesson
- has an almost random vocabulary selection without much regard to frequency or usefulness (mostly based on topic)
- rarely, if ever, recycles taught words either later in the unit, the book, or the series
- provide minimal additional practice in review units or workbooks
- has an overwhelming focus on new material in each lesson

Typical learning from course books

Recycling rate in a typical 5 level course (225,000 total words)

Occurrences	50+	30-49	20-29	10-19	5-9	1-4	Total
Different words	456	202	225	466	575	1315	3,239
	15.31%	6.24%	6.95%	14.39%	17.75%	40.60%	100.00%

1. 40 function words (*in, of, the, by* etc.) accounted for 41.2% of the total words in the series
2. If we set “acquisition” at 20 occurrences, then we can expect students to know:
 - (456+202+225=) 883 words by the end of three years *receptively*
 - 200 words *productively* (typically productive is 20-25% of the receptive)
3. This does **not** include the learning of collocations, colligations, idioms, phrases, multiple meanings, lexical chunks, sentence heads... etc.

The structure of our industry

We break the language up into ‘teachable chunks’ – years, semesters, weeks, lessons, and exercises

The focus is on new. Every unit has something new –

- A new vocabulary focus

- A new grammar focus

- A new pronunciation point

- A new a new reading skill

- A new function

- Etc. etc. etc.

A linear structure to our syllabuses

<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>	<u>Unit 4</u>	<u>Unit 5</u>
<i>Be verb</i>	<i>Simple present</i>	<i>Present continuous</i>	<i>can</i>
Simple adjectives	Daily routines	Sporting activities	Abilities



Each unit has something new

Little focus on the recycling of vocabulary, grammar and so on

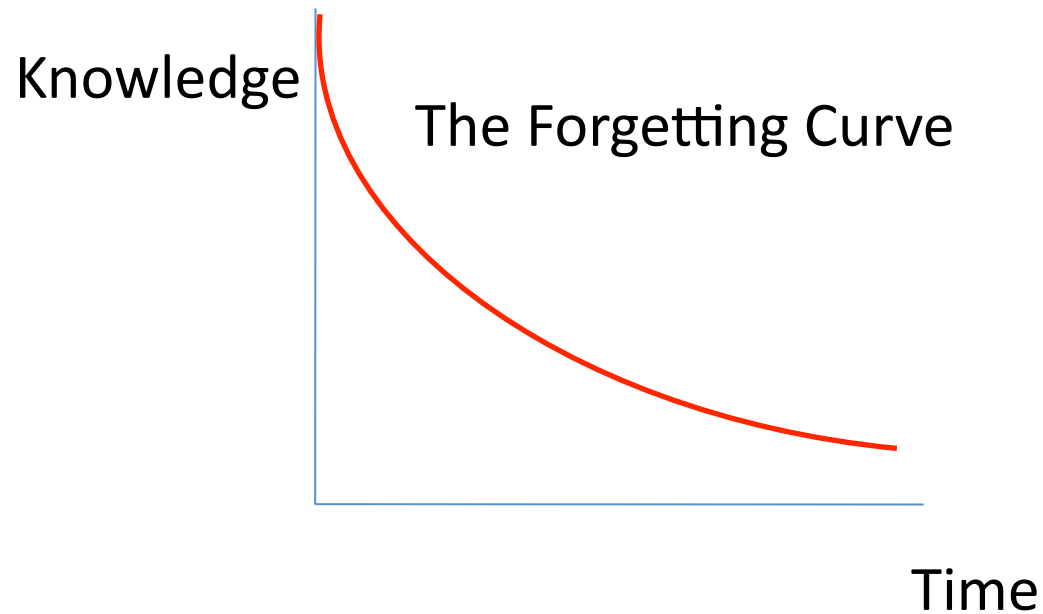
The theory is “*We ’ve done that, they have learnt it, so we can move on.*”

i.e. *teaching causes learning*

What happens to things we learn?

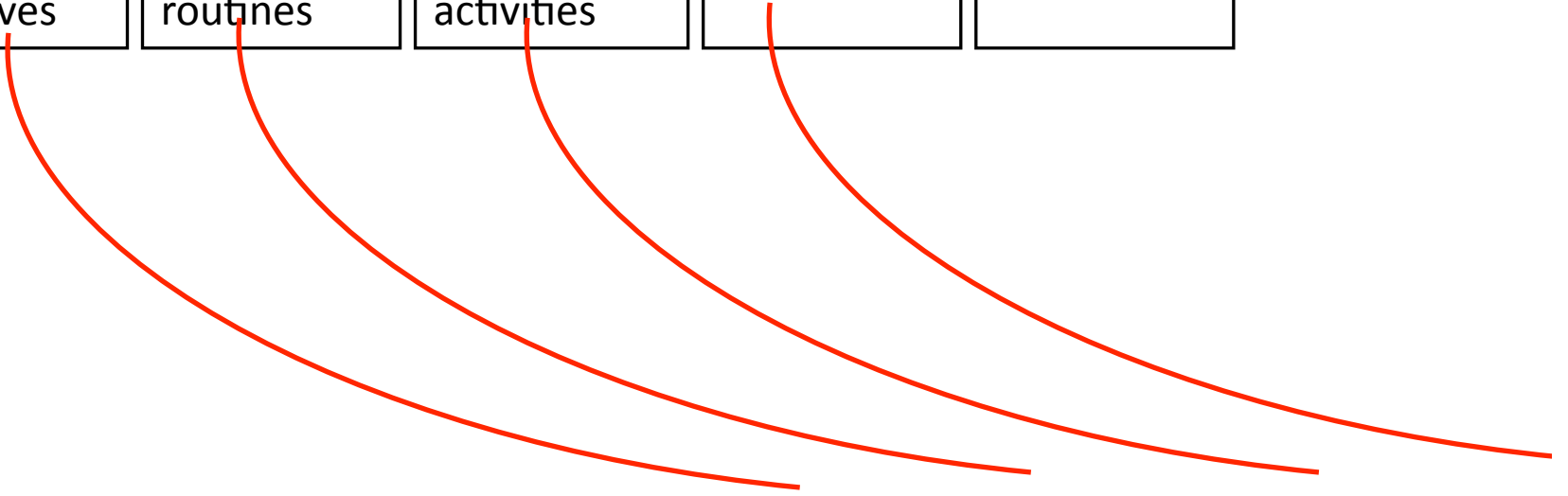
We forget them over time unless they are recycled and memories of them strengthened

Our brains are designed to forget most of what we meet - not to remember it



What will naturally happen to the learning?

<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>	<u>Unit 4</u>	<u>Unit 5</u>
<i>Be verb</i>	<i>Simple present</i>	<i>Present continuous</i>	<i>can</i>
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What does this all imply?

A linear course structure

- is focused on *introducing* new words and grammatical features
- does not fight against the forgetting curve
- by its very design cannot provide enough repetitions of words and grammar features for long-term acquisition to take place
- is not focused on deepening and consolidating older knowledge because the focus is always on *new things*

This is NOT a criticism of course books. They can't do everything even though we might expect them to. Course books are only part of what students need.

What is Extensive Reading?

Fast, fluent reading of story books with high levels of comprehension

Focus on comprehension and enjoyment, not language learning

Aim is to deepen already met language through massive exposure

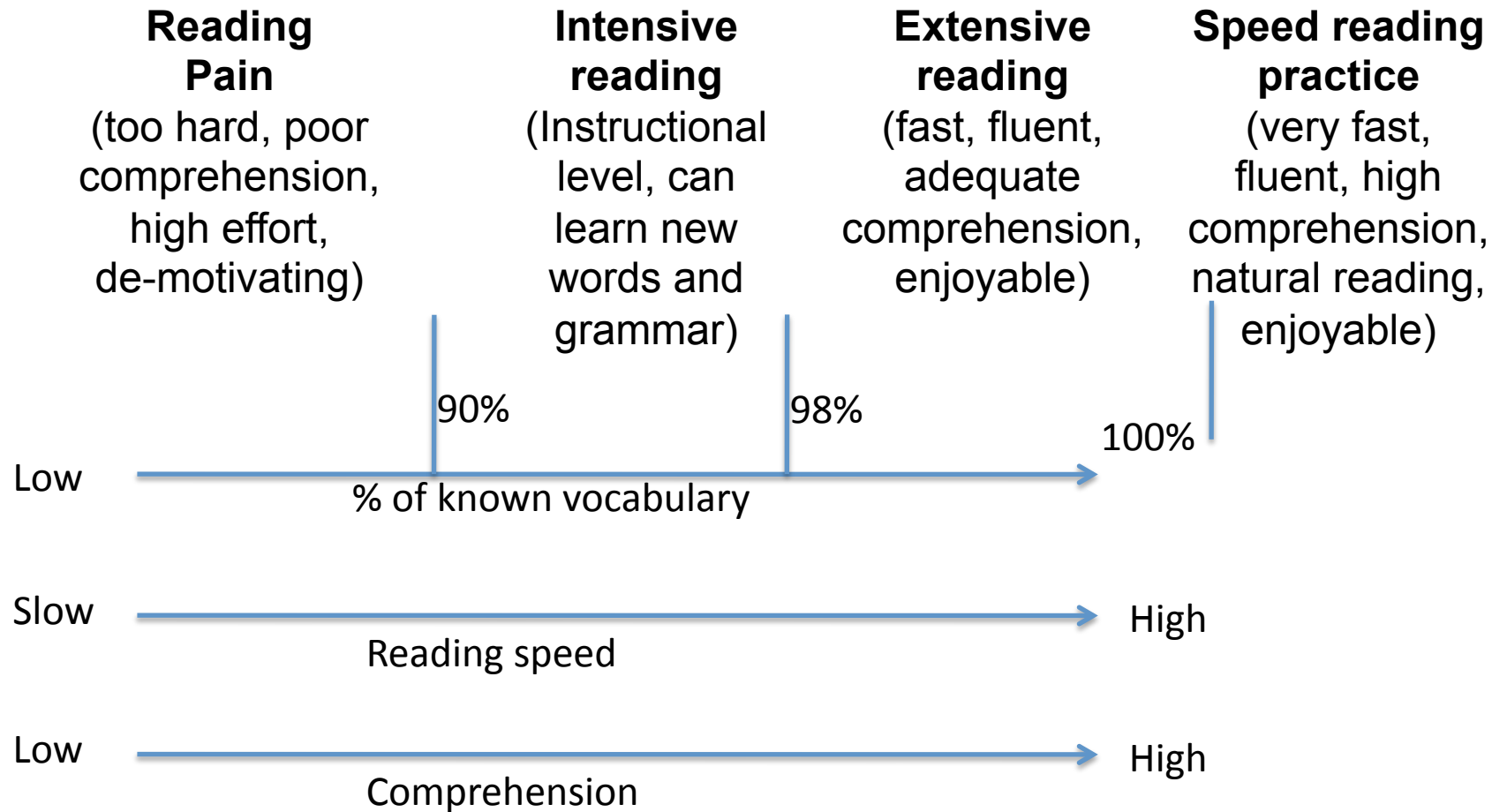
Typically this is done with ‘graded readers’ or ‘leveled readers’

Extensive reading (ER) and Intensive reading (IR) are two sides of the same coin.

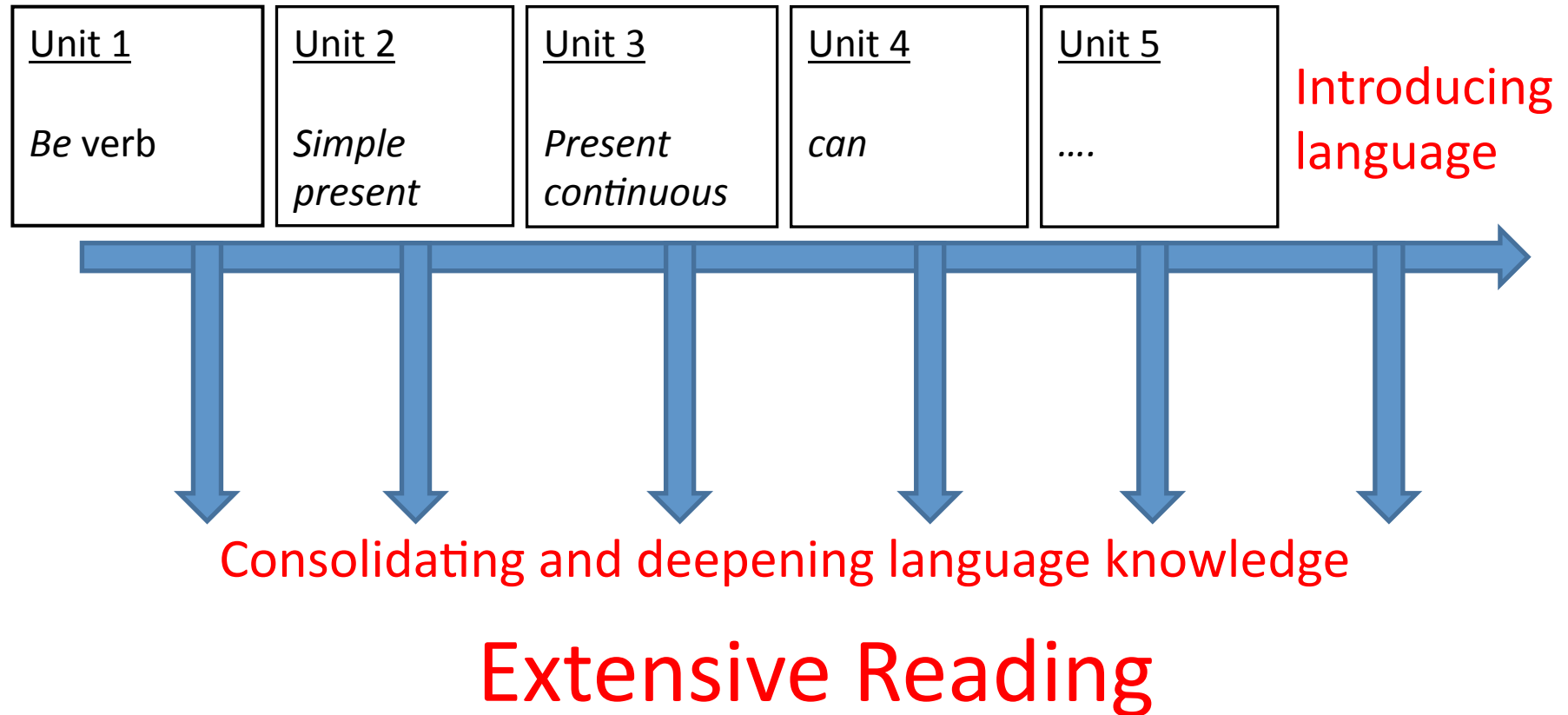
Intensive Reading builds language, Extensive Reading practices it.

IR and ER work TOGETHER, they are NOT opposites

How do Intensive and Extensive Reading fit together?



Course work and Graded Readers work together



What are graded readers?

Graded readers are story books written for learners of English written at various difficulty levels

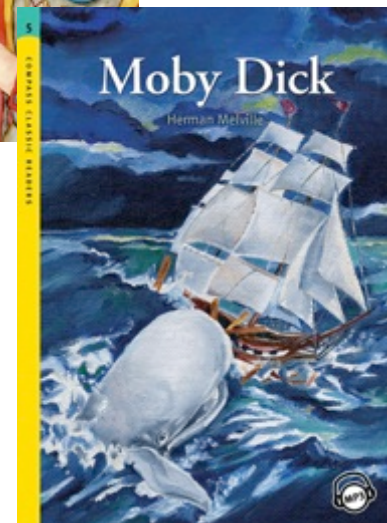
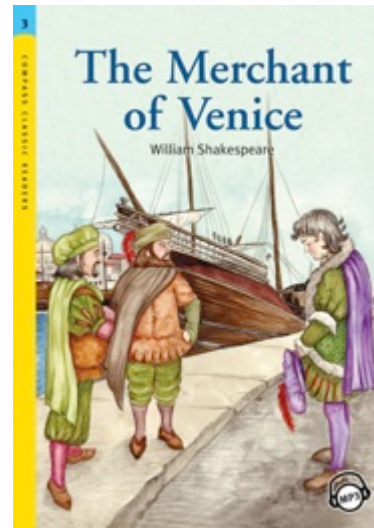
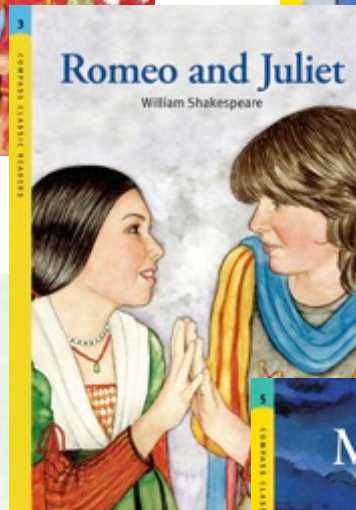
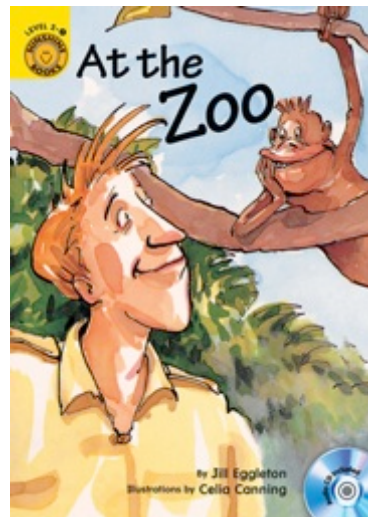
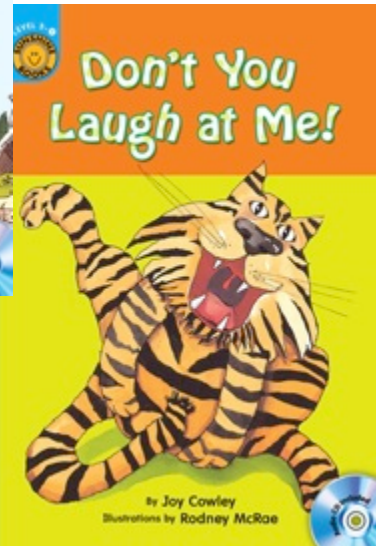
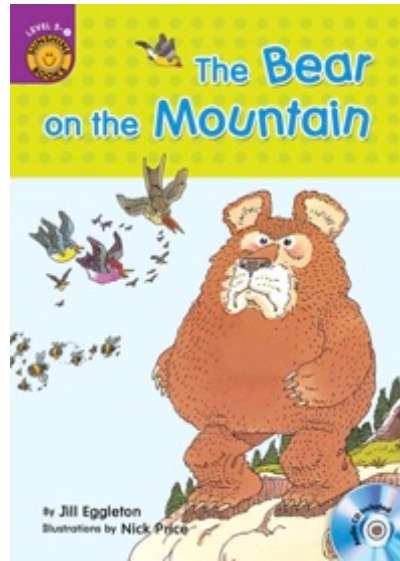
Level 1 books have very few words and only the simplest grammar

Level 2 books have slightly harder vocabulary and grammar

Level 3 increases the difficulty ... and so on

The students progress through the levels reading books that mirror what they learnt in their course work

Graded readers



Graded readers are GRADED



Phonics

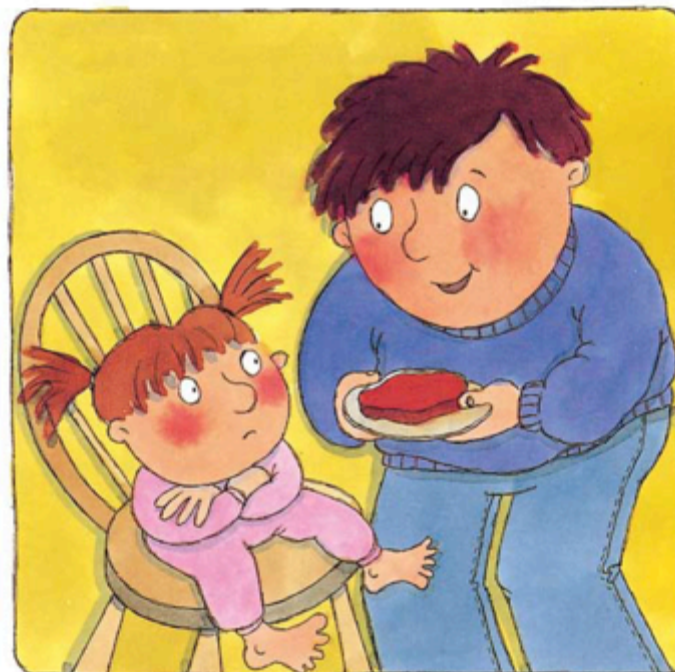
Easy vocab
Easy grammar

More difficult vocab
More difficult grammar



Easiest level

Very few words
Very basic vocabulary
Regular spellings
Very conversational
20-80 words per book



"Do you want some meat?"

"No!"

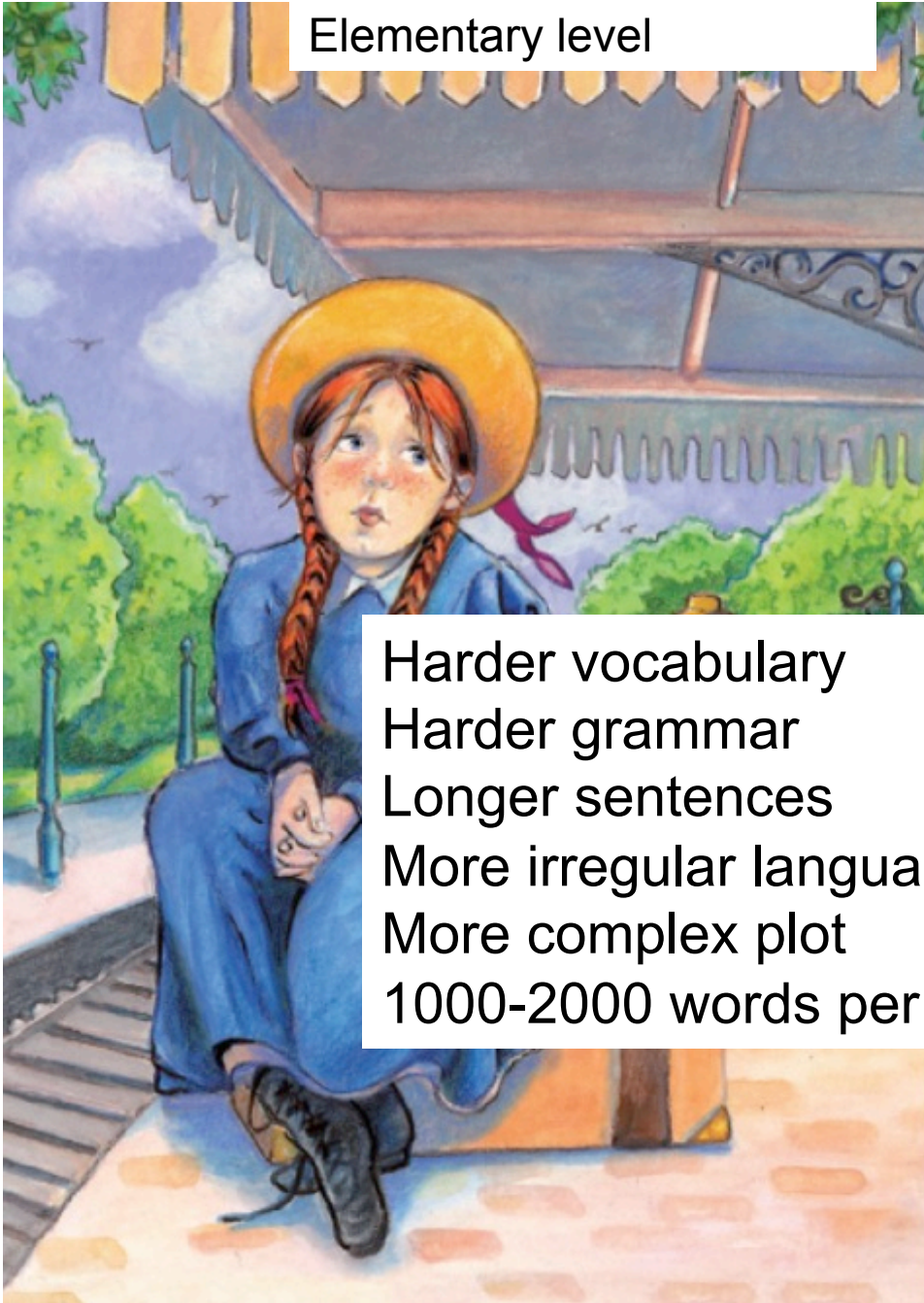
Beginner level

- Easy vocabulary
- Basic tenses only
- Very simple plot
- High visual support
- 100-300 words per book



The cow was in the hole.
"We will get you out,"
said the farmers.

Elementary level



Harder vocabulary
Harder grammar
Longer sentences
More irregular language
More complex plot
1000-2000 words per book

8

“There must be a mistake,” the station master said. “Mrs. Spencer said that you and your sister were adopting that girl from a children’s home.”

Matthew decided to go and speak to the girl. When he walked up to her, she said, “Are you Mr. Matthew Cuthbert of Green Gables? I’m very glad to see you. I was beginning to think you weren’t coming for me.”

Matthew didn’t want to say he had been expecting a boy, so he said, “I’m sorry I was late. Come with me. The horse is outside. Give me your bag.”

“Oh, I can carry it,” the child said. “It’s got everything in it, but it isn’t heavy.”

On the journey home, the girl talked all the time. Matthew, much to his own surprise, was enjoying himself. He did not usually like to be with women. This child pleased him.

“I hope I’m not talking too much,” she said.

“Oh, you can talk as much as you like,” he told

“Oh, I’m so glad. I know you and I are going to be friends. It feels good to talk when I want to. Too many times I’ve heard that children should be seen and not heard.”

Intermediate



lot of races and a great deal of money.”

“Who owns Silver Blaze?” I asked.

“The horse belongs to Colonel Ross, a rich man who owns King’s Pyland Farm where he keeps several horses.”

“Did anyone help John Straker look after Silver Blaze?”

“He had three boys to help him. One of the boys guarded the horse at night. They were very careful because many people had bet on Silver Blaze to win, and if for any reason he couldn’t run in the Wessex Cup, they would lose money.”

“I see,” I said. “What happened when the horse disappeared?”

“Not so fast, Watson. Let me tell you about the people at the farm. John Straker was a good man who lived in a house near Silver Blaze’s stable. He was a married man but without any children. He employed a local woman to help his wife wash and cook. Her name is Edith Baxter. There are very few houses in the neighborhood, and the nearest town, Tavistock, is two miles west, along a lonely country road. Two miles away in another direction is a bigger farm called Capleton where there are also horses. This farm is owned by Lord Blackwater, and there is a man named Silas Brown who looks after the horses.”

Some difficult vocabulary

More difficult grammar

Quite a complex plot

5000-8000 words per book

Review Questions

1. Who owns Silver Blaze?
2. How did Dr. Watson find out about the murder of John Straker?
3. What was John Straker’s job?

Advanced

CHAPTER 5

The Duke of Buckingham

Preview Questions

1. Why did D'Artagnan allow the police to arrest Monsieur Bonacieux?
2. Will D'Artagnan find Madame Bonacieux?
3. What is an alibi? Have you ever used one?

Why did Athos think that D'Artagnan was a genius when he allowed the policemen to arrest Bonacieux and take him away? It was simply because he and D'Artagnan guessed that the police would use Bonacieux as bait for a trap, as they often did in those days. They would take the victim away in secret, and then arrest everyone who came to the house. That is exactly what happened on this occasion.

The three musketeers went out to search for Madame Bonacieux. Athos questioned Monsieur de Tréville, who could

Queen, and the not comfortable, had red eyes from ville urged Athos

D'Artagnan was onacieux's room. who came to the ould hear most of aying in the room ar Bonacieux had ne Bonacieux, or hem anything to

Little or no visual support

Very complex plot

Longer sentences

Complex grammar

Lots of low frequency

vocabulary

10-25,000 words per book

pass on to Monsieur Bonacieux. Then they were asked whether either Monsieur or Madame Bonacieux had ever told them a secret.

D'Artagnan thought about these questions and decided that the police were trying to find out whether the Duke of Buckingham was in Paris and about to meet with the Queen. On the evening of the second day, another visitor arrived at the house, and D'Artagnan soon heard screams and moans coming from the room below.

"I am Madame Bonacieux," he heard, "and I work for the Queen!" Then he heard a struggle, and there was a loud crash as something fell to the floor. D'Artagnan was worried that they would take her away, so he told Planchet to run and get the musketeers. D'Artagnan himself rushed downstairs with sword drawn and confronted the unarmed policemen. They soon ran from the house, leaving D'Artagnan alone with Madame Bonacieux. He looked at her and immediately fell in love with her. She was about twenty-five years old and had dark hair, blue eyes, and beautiful, white teeth. She saw D'Artagnan and fainted. On the floor by her feet lay a beautiful white handkerchief. D'Artagnan picked it up and saw the same initials and coat of arms as he had seen on the handkerchief that caused him so much trouble with Aramis. He put it into Madame Bonacieux's dress pocket.

When Madame Bonacieux recovered, she smiled at D'Artagnan and thanked him for rescuing her. D'Artagnan fell in love again.

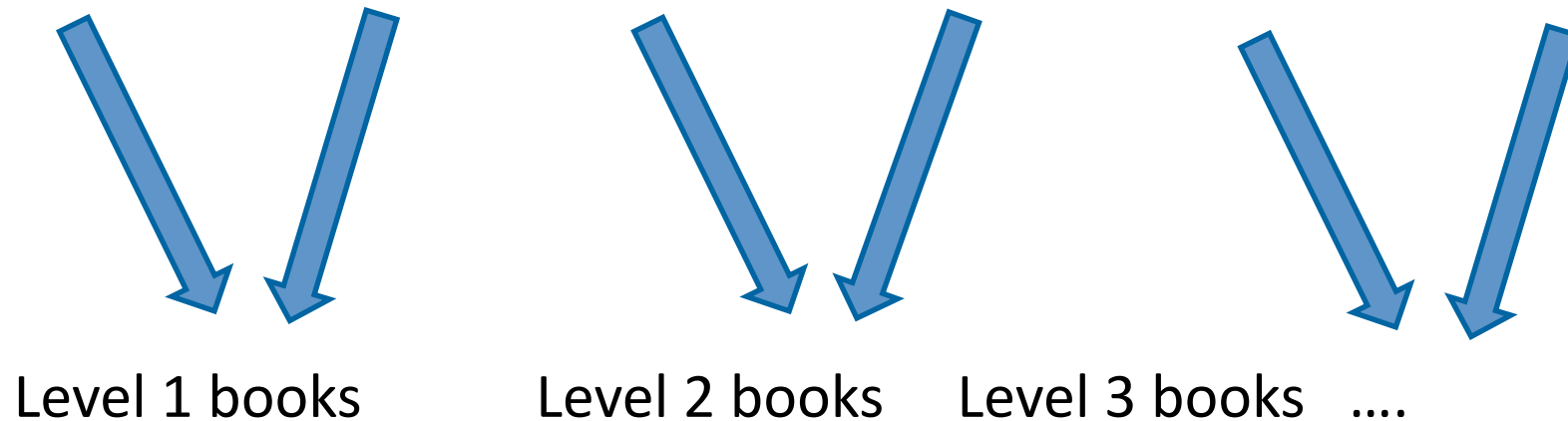
"Who were those men?" she asked. "What did they want? Where is my husband?"

D'Artagnan explained that the men were policemen working for the Cardinal and that her husband had been arrested.

"My husband, arrested? But he is as innocent as the day!"

Course work and Graded Readers work together

<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>	<u>Unit 4</u>	<u>Unit 5</u>
<i>Be verb</i>	<i>Simple present</i>	<i>Present continuous</i>	<i>can</i>
Simple adjectives	Daily routines	Sporting activities	Abilities



When reading extensively, students should **READ**

It is **CRUCIAL** that learners read at the **RIGHT** level

Read something quickly and

Enjoyably with

Adequate comprehension so they

Don't need a dictionary

If they need a dictionary, it's too hard and they will read slowly,
get tired and stop

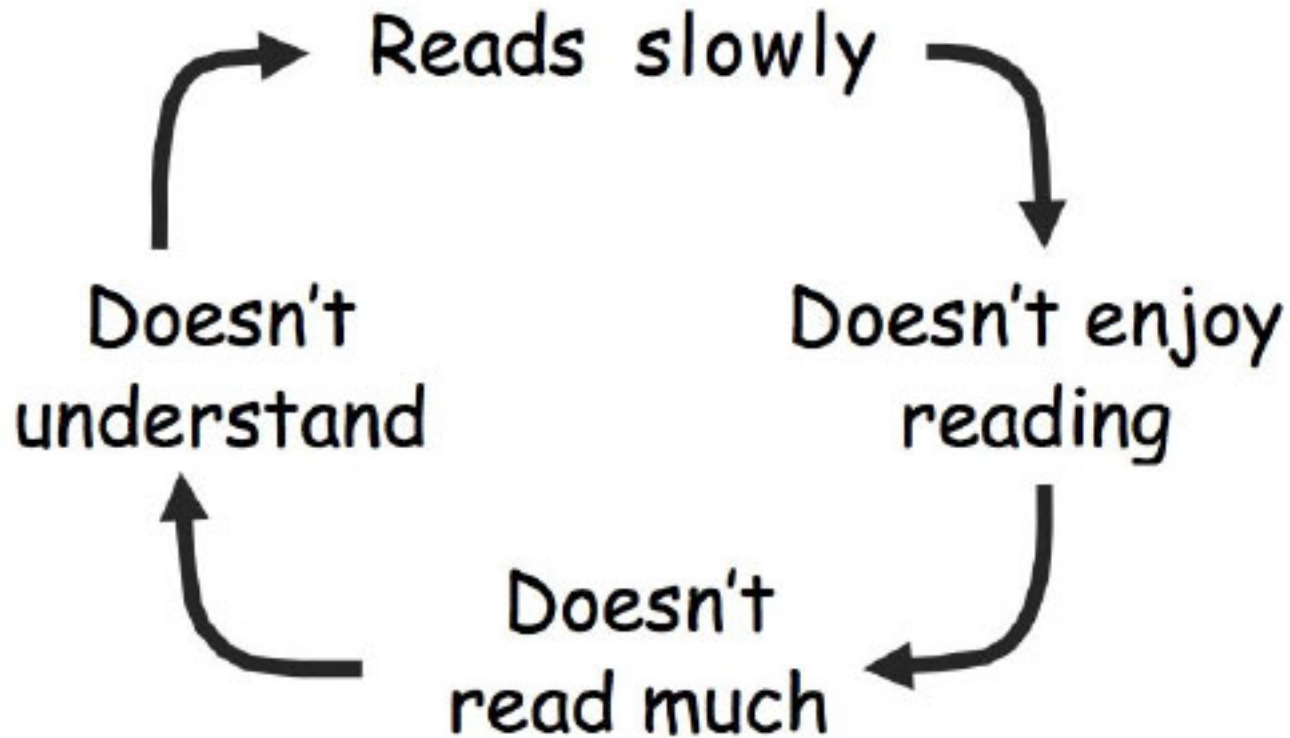
Their aim is fluency and speed, not learning new language

Typically students read at home or out of class- it doesn't take
much class time for **HUGE** benefits

We **add** the reading to our existing program, **we don't replace it.**

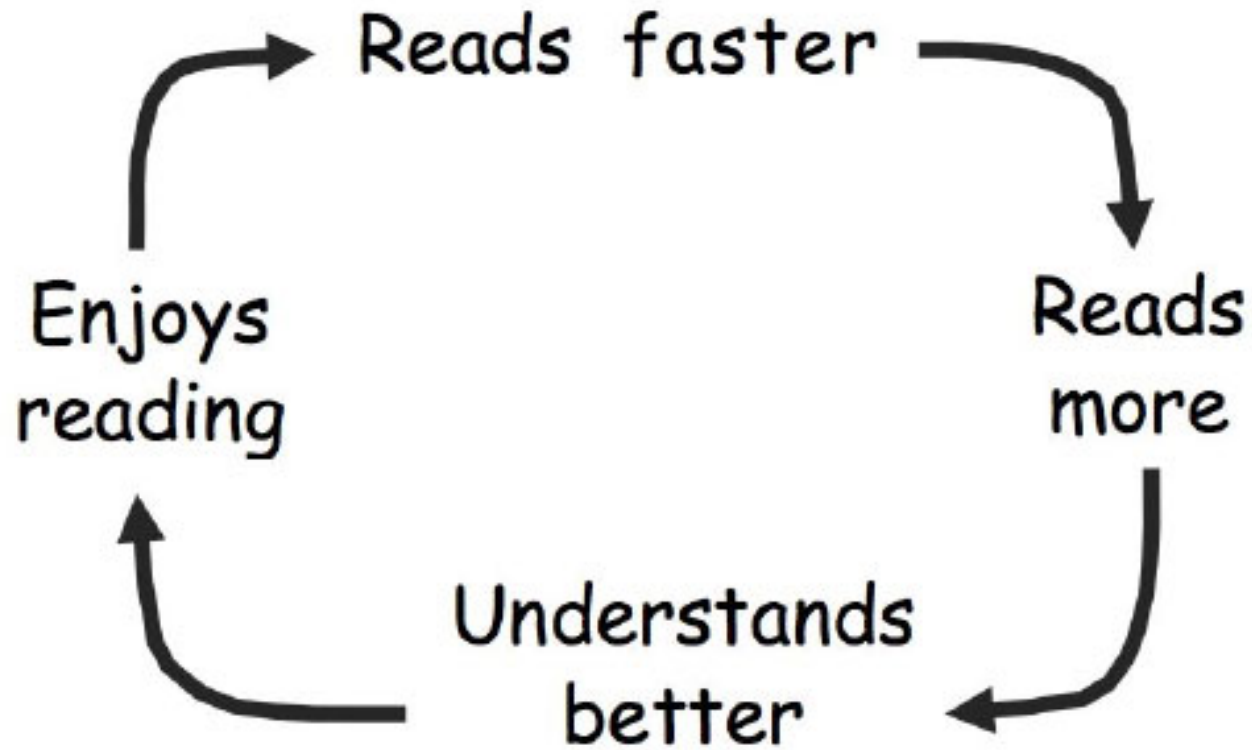
Reading at the right level

The **vicious** circle of the *weak* reader:



Reading at the right level

The **victorious** circle of the **good** reader:



Fluency Reading class

READING PAIN does NOT equal READING GAIN

Choose reading materials where they can read quickly

Have a wide variety of books – something interesting for everyone

Have a wide variety of difficulty levels – easy to difficult

Most of their time should be reading

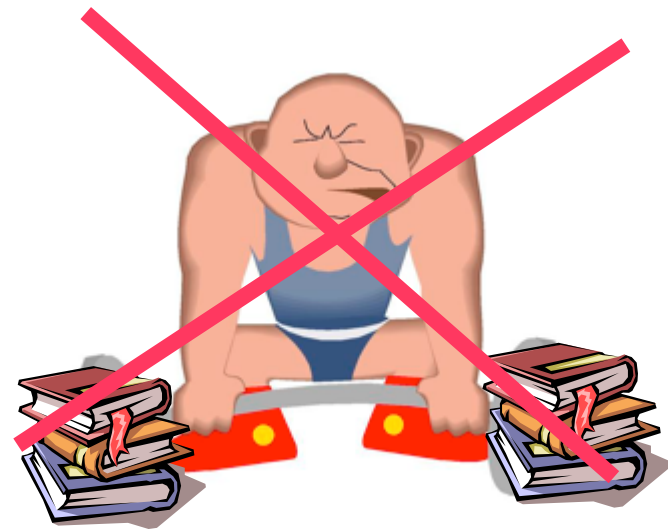
- not translating
- not answering questions
- not doing reports

Reading should be pleasurable

Reading should be motivating

Reading should be inspiring

Reading is more than language practice



Features of Extensive Reading

All the students read different books

Student selected material

Wide variety of material (genres)

The reading will probably interest the student

Longer texts

Very few difficult words

Reading at the student's *fluent reading* ability level

Mostly out-of class reading

Emphasis on the *skill* of reading

All reading is in the second language – no Chinese needed

New words are often met in later chapters

Emphasis on reading for comprehension / enjoyment

Provides input for speaking and writing

Summary of Extensive Reading

Massive language exposure at the student's level of understanding

Excellent chances for the development of fluent eye movements (fluent reading) because the text is easy leading to faster reading

Excellent chances to learn the patterns in the language because the student is reading a lot

High probability the student is interested in what is read and that she will become a more confident reader

Extensive Reading is **easy** because ...

The students 'just read' - 다독

Once the library is ready, there's little to do

Get the students to manage the library

Online assessment if you wish - www.moodlereader.org

It doesn't take much class time – they can read at home

EASY is GOOD – it builds fluency, speed and confidence

How much reading should they do?

About a book a week or more.

Beginners - A book at week at their ability level

They can meet unknown words easily, so they don't need to read much.

Intermediates - A book at week at their ability level

They don't meet unknown words all the time, but their books are thicker, so they are reading more.

Advanced – 2 books at week at their ability level

They rarely meet unknown words, so they have to read more to meet language they don't know.

Course book plus Extensive Reading

Vocabulary gains by adding 1 graded reader per week

	50+	30-49	20-29	10-19	5-9	1-4	
Total	1,023	283	250	539	570	1325	3,990
Total	25.64%	7.09%	6.27%	13.51%	14.29%	33.21%	100.00%

1. 76% improvement in 'learnt' vocabulary (880 --->1556 words)
2. More of the words in their course book reach the 'acquisition' level (27% ---> 40%)
3. Smaller % of unknown words
4. They will have a better sense of how the vocabulary and grammar fit together
5. They will have a better sense of collocation, and other deeper aspects of vocabulary acquisition as well as picking up phrases and so forth.

2000 words

A learner who knows 2000 words can probably:

- get them correct on tests
- give you a translation
- recognize them when they are met in reading (if a bit slowly)

But probably **cannot** :

- read them quickly and smoothly (too many 'reading speed bumps')
- recognize them quickly enough in listening texts

A student's **fluent reading vocabulary** is about 1/3 to 1/4 of his or her 'test' vocabulary size.

1500 word vocab size => 400-500 fluent reading vocabulary size

Be careful about using Native-level (L1) materials to build fluency

Native books, magazines etc. are too hard to read fluently for MOST Korean learners

Children's books for natives are full of difficult words, phrases and concepts

Native children already know 5000 words and almost all the grammar BEFORE they start to read

Korean children know almost no English words and no grammar before they start English. Native texts are NOT suitable.

Don't confuse the *final target* (to read native texts) with the starting point and the way to get there.

When do they read?

Class Reading

They read a book together as a class, a few pages each class

Independent reading

A silent reading time in class – say 10-15 minutes per week

They take a book home and read it for next week

Remember - if they need a dictionary, it will slow them down.

How do I know they understand? Why don't I need to test them?

“If I don't give tests, how do I know they understand?”

If they already are **READING**, then they already understand

Sometimes we have to trust the students

Students shouldn't believe everything they do should be tested

They can be assessed on:

- the number of pages, words, books they read
- Online quiz performance (www.moodlereader.org/)
- Quality of reading report
- Quality of oral reports – speak about their book

Extensive reading and young learners

Recent research shows :

Young learners learn much slower if they do not have massive text input (i.e. story reading)

Extensive reading leads to large increases in implicit knowledge

There's no advantage to starting English early if students don't have massive text support

Learners starting ER early end up with higher natural English ability than students in intensive programs in High School

Famous researchers who say Extensive Reading should be central to language learning

Alan Maley

Paul Nation

David Nunan

Stephen Krashen

Rod Ellis

William Grabe

Richard Day

Paul Meara

Frederica Stoller

Neil Anderson

Norbert Schmitt

Marc Helgesen

Jack Richards

Christine Nuttall

Jennifer Bassett

Kumiko Torikai

Kim, Jeong-Ryeol

Curtis Kelly

Diane Larsson-Freeman

Richard Schmidt

It's hard to find anyone who doesn't believe Extensive Reading
should be a central part in any curriculum

Research benefits of Extensive reading

Builds on the language work already done

Provides massive comprehensible input

Builds reading speed

Builds independent learning

Dramatically improves test scores

Increases reading ability (Elley & Mangubhai '81, Elley '91)

Increases speaking ability (Cho & Krashen '94)

Facilitates acquisition (Lai '93, Hafiz & Tudor '89)

Spelling improvement (Day & Swan '91, Polak & Krashen '88)

Increased motivation (Elley '91, Cho & Krashen '94)

Improves vocabulary (Rodrigo '95, Haifiz & Tudor '90)

Improved listening ability (Cho & Krashen '94)

You lose weight

Your love life improves

Your skin clears up

You win the lottery

You become one with the universe

**And it takes almost
NO class time**

Some objections from teachers and schools

Nice idea but I have no time in my course.

- > If you don't have extensive reading where will the students get the massive exposure they need?
- > How else will they get the 'sense of language' they need?

We don't have the money for this.

- > Ask your schools to reallocate funds so this reading is done; ask for donations; get some free samples etc.

We have to go through our set curriculum.

- > Speak with your course designers to build in graded reading.
Re-allocate resources and re-set class hours

We have to prepare the students for tests.

- > Research shows students perform better on tests if they have a general sense of language, not a deconstructed 'bitty' one.

How do I start my ER program?

Buy books at the levels your students can read FLUENTLY

Get a wide variety of materials

Put the books into difficulty levels with color codes

Put a book number inside each book

Make a book borrowing sheet

Make sure the first book they read is SUPER-easy

Introduce the reading as a class story at first

Do 2-3 class readers together over several classes

Introduce your library of books

They choose something that they can **READ**

They take it home and discuss it the following week

They take home another book, and so on and so on

Meijo University Japan



Toyota College
of Technology
Japan



Extensive Reading is booming

Over 30% of Junior and Senior High Schools in Japan have ER programs

50% of Japanese colleges have ER programs

1500% growth in ER in 10 years in Japan

400% growth in Korea and Taiwan in 2 years

We have a new **Korean English Extensive Reading Association**
www.keera.or.kr

Thank you for your time

Dr. Rob Waring

<http://www.robwaring.org/er/>

<http://www.extensivereading.net>

www.keera.or.kr

www.erfoundation.org/erc1/

First Extensive Reading World Congress in Kyoto,
Japan Sept. 3-6, 2011